

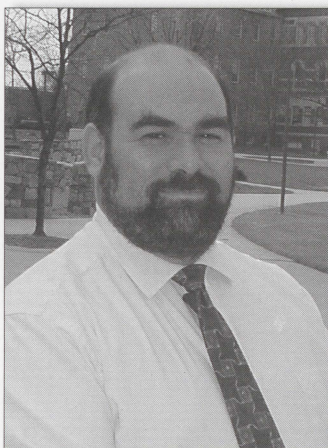


On the Green—A publication for Gallaudet faculty, teachers, and staff
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April 12, 2000
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STRAIGHT TALK

Hillel Goldberg, manager of Auxiliary Services



Hillel Goldberg

Q: Starting next January, Ely Center will undergo major renovation. What will happen to the campus services—Post Office, Bank, Snack Bar, Bookstore, Abbey—now housed there?


A: They will either be moved to a temporary location or suspended until construction of the new Student Academic Center and renovation of Ely Center are completed. We haven't decided where on campus the relocations will take place, but a decision will be made soon. The ATM machine will function throughout construction and renovation.

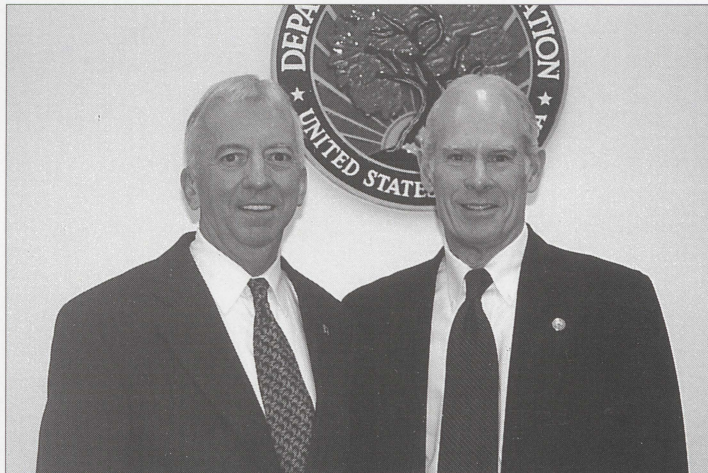
Q: There has been talk around campus about "outsourcing" various campus services. What does that mean?

A: Outsourcing happens when an outside company is hired to manage and operate a particular campus service unit. For example, the University currently outsources food and travel services, as well as the

GUKCC. The decision to hire an outside company to run a service is based on a single factor: whether or not the outsourcing will improve the quality of the service being offered to the campus community at a competitive cost. In other words, sometimes it's possible to improve services and reduce the cost of providing those services at the same time. However, it's important to remember that outsourcing does not translate into the elimination of any service. It may mean that some services will "look different" than they do today, but they will be as good or better in every other way.

Q: What will Ely Center look like when the renovation is completed?

A: Ely will be connected to the Student Academic Center that will be constructed on the site of Hughes Gym. The new and improved Ely will have a snack bar, including a "cyber café"—a place where students and others connect with the Internet in a lively, friendly atmosphere. The Bookstore will be moved to the first floor to make it more accessible. The Post Office will be located on the lower level, and the Abbey will be redesigned to look more like the "Rathskellar" of the 1970s. The new design is based on the "one stop concept," where Auxiliary Services, Campus Activities and Travel Offices, Information Services, and the ATM will be situated in one convenient location. 



President Jordan is shown with Congressman John Edward Porter (R.-Ill.), a long-time friend of Gallaudet.

President Jordan testifies before Congress in support of FY 2001 budget request

On March 16, President I. King Jordan testified before the Subcommittee on Labor, Health, and Human Services, Education, and Related Agencies of the Committee on Appropriations of the U.S. House of Representatives. Dr. Jordan appeared before the subcommittee and its chairman, Congressman John Edward Porter of Illinois, in support of the Clinton Administration budget request of \$87,650,000 for Gallaudet in fiscal year 2001.

Jordan began his testimony by expressing regret that Porter would be retiring from Congress and extending his gratitude to the congressman for his many years of support for Gallaudet University. The president also updated the subcommittee on Gallaudet's strategic plan, the Laurent Clerc National Deaf Education Center, and the status of the University's endowment and its Capital Campaign.

Gallaudet's strategic plan focuses on three main objectives: student academic and career achievement, setting the standard for best educational practices for individuals who are deaf or hard of hearing, and establishing a sustainable resource base. Jordan indicated that Gallaudet is working with the U.S. Department of Education to assure that Gallaudet's plan fulfills the requirements of the Government Performance and Results Act (GPRA). He also commented on the importance of internships to Gallaudet students and introduced four student interns to the subcommittee, saying: "Twelve years ago when I first became president, I said deaf people could do anything except hear. That became kind of a slogan that has followed me. I would like to amend that. Instead of saying deaf people *can* do anything, now I want to show that deaf people *are* doing everything. And these

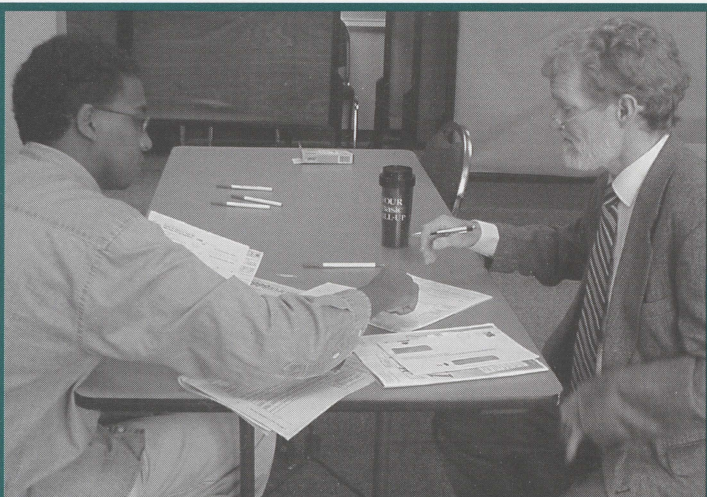
students are fine examples of that."

Porter told Jordan, "I want to commend you. From the information presented in the [Education] Department's annual performance plan, it looks like you are meeting or exceeding performance targets in many areas. Undergraduate and professional studies enrollment is up, graduation employment rates are up, most of the student retention rates are improving." The congressman also said, "I have been privileged to be here on this subcommittee the entire 12 years you have been president of Gallaudet. I think that the University is very fortunate to have you at the helm. You have provided the kind of progressive leadership and total commitment to your work, and the University has, I think, benefited hugely because they have you as president."

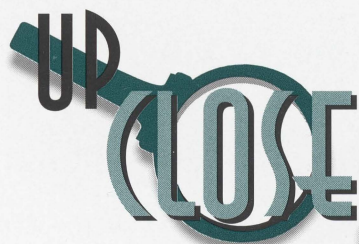
When referring to academic and career achievement, Jordan emphasized technology. The president said, "No single development has leveled the playing field for deaf people like advances in technology. When you are reading text on a computer or entering text on a keyboard, it really does not matter if you can hear or not. We must assure that we use technology to the fullest advantage. Students must use it to learn. Students must be skilled in its use." Jordan also discussed the need for a new program at the Clerc Center to provide educational opportunities for children with cochlear implants.

After the president completed his testimony, Porter asked him a number of questions. Of special interest to the Congressman was the adequacy of the Clinton Administration's budget request for Gallaudet. The Congressman commented, "I am a little dismayed to see what the administration has done in terms

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Students from Professor Emilia Chukwuma's, C.P.A., income tax class prepared federal and state tax forms at no cost for members of the campus community on March 23, 24, and 25. In the photo above, Mohammed Osman Del (left) carefully checks that all possible deductions have been made on tax forms for Robert McNeil, low vision specialist in the Office of Students with Disabilities.



By Mike Kaika

Dr. Frank Duffy of the Department of Administration and Supervision leads a more subdued life today than he used to.

He joined the Army after high school and became a Green Beret and an Army Ranger. As part of his military training, he had to make monthly parachute jumps

Frank Duffy—Green Beret/Army Ranger/Aikido pro



"Unlike free fall jumping, when you're as high as 10,000 feet, military jumps are from 900 to 1,250 feet," said Frank of parachuting while stationed at Fort Bragg in N. C. "Jump, the chute opens, and then brace yourself to land."

from a plane.

After he left the service with the rank of sergeant, Frank received his bachelor's degree in special education from Mansfield State in Pennsylvania. He then went to the University of Pittsburgh for his master's and Ph.D. He arrived on Kendall

Green in 1982.

Frank's thirst for knowledge led him to pursue an MBA, which he received in 1989 from Johns Hopkins University in Baltimore. "There is a relationship between business administration and what I teach here, and I felt that broadening my knowledge would benefit the students," commented Frank.

Then in 1990, to keep in shape, Frank signed up for Aikido. He now is one belt away from black belt. "In this form of martial arts, we combine our energy and strength to throw our opponent. We don't use force against them," said Frank.

About five years ago, Frank got the urge to try parachuting again. In free-fall jumping, "the chutes are square-shaped and you can control and steer the chutes easily. It is a beautiful feeling to float around the sky for several minutes," Frank said.

He now keeps both feet on the ground and gives encouragement to his wife, Marcia, who likes to



"It's a good form of exercise," Frank says of Aikido. He attends practice sessions several times a week.

race cars. "Once a year we will go up to Dover Downs in Delaware where she will get on the track and do laps in a "retired" Indy race car going around the track at up to 125 miles per hour," Frank said. "I assure you she doesn't do that on I-95 coming to work." **G**

Lisa Curran (left) talks with Jean Gordon, an instructor/evaluator with the Center for ASL Literacy, during an ASL Interactive Lunch. The center holds these brown bag lunches approximately twice a month for faculty, staff, and students who want to work on their ASL in a fun and comfortable environment.



CLERC CENTER HAPPENINGS

UPS helps deliver literacy through Shared Reading Project

By Susan M. Flanigan

The United Parcel Service Foundation recently gave a \$25,000 grant to the Shared Reading Project (SRP) at the Laurent Clerc National Deaf Education Center. The gift was in recognition of the Clerc Center's leadership in literacy and education for families with deaf or hard of hearing children.

SRP is designed to teach parents and other caregivers how to read to their deaf or hard of hearing children using ASL and how to make book sharing most effective. It has been successfully launched at KDES and at five other sites around the country.

In response to widespread demand for SRP, the Clerc Center has created a training program called "Keys to Success" for anyone who wants to implement the

program. The five-day course includes topics such as working with families, recruiting and training tutors, publicizing the programs, and training in the 15 principles for reading to deaf children.

Thanks to funding from the UPS Foundation, participants receive materials at no cost that will be useful as they set up their own programs.

"We appreciate the support of UPS for the 'Keys to Success' training," said David Schleper, literacy coordinator for the Clerc Center. "The training participants will help broaden our reach to parents with deaf and hard of hearing children around the country, and encourage them to read with their children."

The UPS gift also counts towards Gallaudet's \$30 million goal for the "Unite for Gallaudet" campaign. **G**

Dr. Jordan testifies

continued from page 1

of your budget. Our computation is it is a 1.9 percent increase. It seems to us extremely modest in view of the progress you have been making. What figure did you submit?" Jordan responded that he had asked for an increase of 3 percent to cover inflation and additional funds for programmatic initiatives related to internships for students, research and advocacy concerning the accessibility to new technologies by deaf people, and the cochlear implant program at the Clerc Center. The total original Gallaudet request was for \$89,269,000 in FY 2001, \$1.6 million more than the amount in the administration budget.

After Porter completed his questions, he said to Jordan, "We know that Gallaudet and its future are in very fine hands. Your management of the resources that are provided in all ways is exemplary. Obviously, we want to do our part to provide the support that the federal government should be providing to you to do your job even better." **G**



Tony Award-winning actress Phyllis Frelich lead an advanced acting workshop for theater students March 6 to 9. In this photo, Frelich works on scene development with Annie Wiegand and Andrew Oehrlein.



ON THE GREEN

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Correction: The March 29 issue of *OTG* misidentified the head coach of the women's swim team. The coach's correct name is Rosemary Stifter.

CAMPUS HIGHLIGHTS

The new model classrooms and model student multimedia center, both in HMB, were unveiled to the campus community on April 3. Equipment in the facilities that is available to students includes: paper/object visualizer, smart board, video conferencing equipment, and a mobile cart with 16 laptops. The model classrooms are in rooms S-136, S-137, and S-138. The multimedia center is in room W-121.

A panel of experts on health care for deaf and hard of hearing patients met on March 31 in the GUKCC to discuss issues that benefit this population, including access, communication, use of interpreters, and terminology. The project is funded by the Health Care Financing Administration (HCFA) and is being conducted by Gallaudet, HCFA, and the Delmarva Foundation for Medical Care, Inc.

Pilot project on the Web

By Dr. Susan Burch, Laura Jacobi, Patrick Oberholtzer, and Jane Rutherford


Learning how to research can be frustrating. As a result, Patrick Oberholtzer, reference and instruction librarian, and Dr. Susan Burch, an instructor in the Department of History and Government, collaborated on a pilot project this year. The project was intended to supplement objectives in Burch's history courses—improving research and writing skills while learning history.

Inspired by a Writing Enhanced Curriculum Seminar, Burch created a semester-long project intended to improve research skills while making a personal connection with history. Students selected a theme and wrote papers addressing that theme during different historical periods. Oberholtzer solved the issue of finding books, articles, and using library databases, by creating Web pages tailored to the courses. He also developed

searches appropriate to the Library's databases for the topics.

The Web pages explain in detail how to find background information, how to search ALADIN for books, and how to search for journal articles. Oberholtzer and other librarians also met individually with students to clarify the research process and how to use the Web pages.

In surveys conducted by Burch and Oberholtzer, students reported greater understanding of and comfort with the research process and resources. Each student became knowledgeable about his/her topic while gaining a better understanding of general history. Their writing skills improved and many expressed greater interest in studying history.

Oberholtzer and Burch will discuss the History Web Pilot Project and answer questions about the process on April 24 at noon in the Merrill Learning Center, Room MW-13. 







WHAT'S HAPPENING... AND WHEN

(Note: for more information about University athletic events, call the Athletics Department at x5603; for MSSD athletic events, call x5361.)

April

Ongoing through April 14- 'Sculptural Works' by Gary Mayers, Washburn Arts Building

12-Women's Softball vs. Shenandoah College, 3 p.m.; ASL Poetry Series 2000 presents Clayton Valli, 4 p.m., Ely Auditorium

12-14-"Bridging the Gap II Conference: Integrating Research and Practice in the Fields of Learning Disabilities and Deafness," Conference Center. For more information, call Audrey Wineglass, x8-6062

14-Undergraduate Open House for prospective students, 8 a.m.-5 p.m. For more information, call x5750(V), x5114(TTY); Signing Gospel, praise songs to celebrate the Easter season, 7:30

p.m., Ely Auditorium

14-15-Theatre Arts Play, *The Doctor in Spite of Himself*, 8 p.m., Elstad Auditorium, for tickets x5500(v), x5502(t)

17-Literacy Across the Disciplines lecture series presents Dr. Doug Fisher from San Diego State University, "Working with Deaf, At-Risk Learners: A Multilingual Approach," 12-1 p.m., location TBA

19-Health and Fitness FunFest and "Erase the Hate" game, in and outside of Ely Center, 11 a.m.-3 p.m.; ASL Poetry Series student performances, 4 p.m., Ely Auditorium

24-Women's Tennis vs. Villa Julie, 3 p.m.; Women's Softball vs. Washington (Md.), 4 p.m.

25-Men's Baseball vs. St. Mary's (two games), 2 p.m.; Women's Softball vs. Wilson (Pa.) 3 p.m.; Men's Tennis vs. Villa Julie, 3 p.m.

ROVING REPORTER

What's the best cure for "spring fever"?



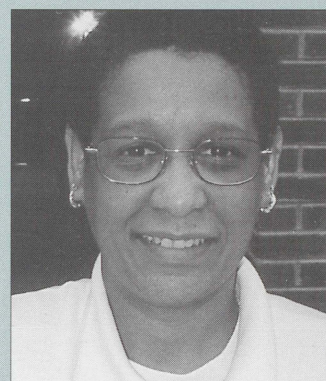
Theresa Amalfitano, administrative secretary, President's Office

"The only way to cure spring fever is to go outside in the sunshine and PLAY!"



Pamela Mower, employer's recruiter, Career Center

"To cure spring fever, you need to go up into the mountains."



Captain Jennifer Turner, watch commander, DOSS

"My cure is to go ride my bike."



Karl Ewan, coordinator of residence education, Campus Life

"I survive spring fever by getting my friends together and hanging out in D.C."

Presentation explores birth of a new sign language in Nicaragua

In the early 1980s, a new sign language was born in Nicaragua. It was conceived by deaf children who, for the first time, were united in the country's schools as the result of the new government's efforts to promote widespread literacy following the 1979 Sandinista revolution. Prior to that time in Nicaragua, there had been no centralized deaf community and virtually no genetic deafness.

The children came together with no common language, only idiosyncratic gestural systems or "home signs." But gradually, an amazing transformation took place. The students built upon each other's rudimentary signs, incorporating a system of grammar and syntax, until a new language took root. The phenomenon caused a sensation among linguists around the world, but totally baffled the children's Spanish-speaking teachers, who could not decipher the new language.

To unlock the mystery of the new language, in 1986 the Nicaraguan government called in Dr. Judy Kegl, a linguist, who was then teaching and conducting research in ASL at Northeastern University in Boston.

Kegl eventually unraveled the mystery behind the language by video-recording the children as they retold wordless cartoon episodes. Taking care not to impose ASL, Kegl instead observed and copied their gestures to communicate with them. She recorded and tracked the



At the Abbey: Ivonne Vega, a supervising teacher from the Escuelita de Bluefields, and her nephew, Barney Vega, discuss deaf education, sign language, and the deaf community in Nicaragua.


rudimentary gestural communication as it gained complexity and expanded into a full-fledged language with the next generation. In time, Kegl and her colleagues were able to document that Nicaraguan Sign Language indeed possesses a rich vocabulary and complex grammar, including such essentials as verb agreement and spatial agreement.

A decade later, Kegl and her husband, James Shepherd-Kegl, founded an experimental school, Escuelita de Bluefields, for deaf children in a rural area of Nicaragua's Atlantic Coast.

On February 23, Kegl, who is now a professor at the University of Maine, Portland, Shepherd-Kegl, Ivonne Vega, a supervising teacher at Escuelita de Bluefields, and Vega's nephew, Barney Vega, who grew up using Nicaraguan Sign Language and

attending the school, came to Gallaudet to discuss the new community signed language, and to talk about their school.

Upon entry to Bluefields, students, who range in age from 4 to 40, typically have no prior exposure to a signed language or to other deaf people. The school's curriculum ranges from elementary word recognition to academic subjects for the more proficient signers. Students are taught using "Signwriting," a notational system for representing signs in print. To date, the school's dictionary has 1,600 words.

Kegl and Shepard-Kegl oversee the operations of the school and its fund raising, but the actual teaching is done by deaf teachers from the community. To learn more about the program, e-mail Shepard-Kegl at kegl@maine.rr.com 



ASK AUNT SOPHIE

Dear Aunt Sophie,

I notice that my most recent faculty/staff telephone directory is dated 11/02/98. I know several folks who have switched jobs or buildings, or left Kendall Green altogether since 1998. I am wondering when we can expect to get a new directory. Better yet, how about making it possible to get this information on the Website? Can you provide some information on this topic? Thanks.

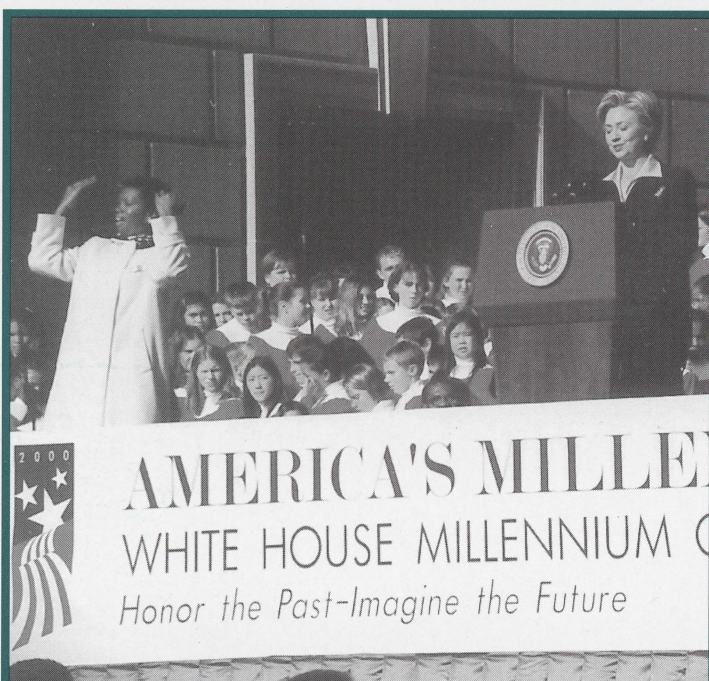
Hungry for Up-To-Date Information

Dear Hungry,

Apparently no one has told you that you can get an updated directory by calling Information Technology Services (ITS), which is how Aunty obtained her October 1999 version. Give Stephanie Dickens a call at x5044. She is the ITS customer service representative—and a very good one, I might add. By the way, Stephanie tells me that your wish for the directory to go on-line will become a reality quite soon.

If you have a burning question that you would like to ask Aunt Sophie, e-mail her at public.relations@gaudet.edu. Be sure you say your question is for Aunt Sophie.

AMONG OURSELVES



Assistant professor of biology Ava Morrow played a prominent role in President Bill Clinton's and First Lady Hillary Clinton's American Millennium Celebration in Washington, D.C., on New Year's Eve. Morrow coordinated publicity among the deaf community and coordinated the interpreters for the event. She also interpreted the opening ceremony at 19th Street and Constitution Ave. and the gala at the Lincoln Memorial. Her efforts brought her a letter of thanks from the president. Said Morrow, "It was one of the most exciting events of my career." In the photo above, Morrow is shown interpreting for the First Lady.

Lawrence Curtis and Jacqueline Campbell, staff drivers with the Transportation Department, participated in the 2000 National Special Needs Team Safety School Bus Road-eo in Orlando, Fla., on March 4. They took part in events such as boarding, wheelchair loading, securement, student behavior management, driving skills, and emergency evacuation. Gallaudet scored 825 out of a possible 990 points, and was the highest scorer among the six teams participating for the first time. Also participating from the Transportation Department were Manager Darnese Nicholson and Supervisor Gary Wormley, who were event judges for the wheelchair-loading event. The Road-eo was sponsored by the National Conference and Exhibition on Transporting Students with Disabilities.

The Hostage, a play about turmoil in Northern Ireland that was recently at Baltimore's Center Stage, featured Theatre Arts assistant professor Willy Conley as an Irish Republican Army volunteer. *The Hostage* incorporates sign language and gestural communication, with the entire cast signing during some of the play's most dramatic moments. Conley is in his first year of a two-year Theatre Communications Group/Pew Charitable Trusts National Theatre Artists residency at Center Stage. He is working with Artistic Director Irene Lewis to explore ways theater productions can cross deaf and hearing cultural lines. Gallaudet graduate and former recruiter Warren "Wawa" Snipe also appeared in the play.

Gallaudet students begin semester internship program in Costa Rica

By Dr. Cristina Berdichevsky

To better prepare deaf individuals to take their place in today's global society, the Department of Foreign Languages and Literatures has established a unique cooperative educational exchange program in Costa Rica.

The three-year program, which is funded by the Fund for the Improvement of Post-Secondary Education (FIPSE), began last year with three Gallaudet students, Lizette Anazagasti, Rachel Pigott, and Franklin Torres, serving internships in Costa Rica at the school Centeno Güell. During their semester abroad they had the opportunity not only to gain professional experience in their majors but also to bring positive change to the deaf community in Costa Rica. In fact, the school's principal, Ana Alvarado, emphasized the role played by the Gallaudet interns in promoting the use of signs at a school that had been mostly oral.

In order to develop proficiency in Spanish and Costa Rican Sign Language, interns took a Spanish reading Web-based course developed and taught by the project director, Dr. Cristina Berdichevsky, an associate professor in the department. They also took immersion language and culture training from Berdichevsky and Costa Rican exchange students Gabriela González and Flora Guzmán.

By co-sponsoring this student exchange, the College of Arts and Sciences and the Center for Global Education provided the members of the Costa Rican deaf community the opportunity to improve their education and their understanding of issues that affect the global deaf community. Dr. Donald Ammons, a professor in Foreign Languages and Literatures, served as assistant project director last year; after stepping down from the post, Ammons was replaced by Stacey Bradford, a Spanish instructor in



Franklin Torres, who graduated from Gallaudet in December, shown with classroom teacher Ingrid Castro, is credited with doing an outstanding job inspiring fifth grade students at the school to achieve during his internship.

the department. Sharon Hayes is the liaison from the Center for Global Education, and Dr. Donna Mertens, a professor in Educational Foundations and Research, is the program evaluator.

Although the grant does not provide a procedure for including graduate students, at the request of Gallaudet's Costa Rican part-

ners, arrangements were made for Andrea Shettle, a student from the master's in social work program, to conduct leadership training sessions for deaf children and adults.

For more information about the program, e-mail [cristina.berdichevsky](mailto:cristina.berdichevsky@gaudet.edu) or visit www.gallaudet.edu/~forlweb/fipse-cr-faq.html.



Gallaudet intern Rachel Pigott (second from right) is shown with students at Centeno Güell and classroom teacher Giselle Ugalde, who praised Pigott's ability to challenge the children to take pride in their deaf identity and to communicate using clear and precise signs. Pigott also conducted awareness workshops for hearing parents of deaf children.



Intern Lizette Anazagasti (back row, third from left), earned high praise from classroom teacher Alice Vargas Garrote (back row, fourth from left), for "working wonders" among children with multiple disabilities who were hesitant to accept their deaf identity.

Check out 'On the Green's' Web version

Many of the articles and photographs that appear in each week's issue of *On the Green* can also be read in *On the Green's* Web version, the online version of Gallaudet's faculty/staff newsletter. *On the Green's* Web version can be accessed through the University's homepage.